



Management at Blackburn Lake Primary

Developing Positive Classroom Learning Communities

At Blackburn Lake Primary School we believe that students will achieve their full potential in an atmosphere of cooperation, shared values and beliefs, and common vision.

Every student has the **right to learn**, and every teacher has the **right to be able to teach**. It is very important that the school and parents work together to an agreed plan to resolve any issues regarding student behaviour. We owe it to all students, teachers and the school community to deliver a positive, safe and productive school environment where students are achieving their full potential.

At the commencement of the year, each class will work together to form a set of shared beliefs on which their classroom learning community will be based. Invariably, these expectations will centre on our school's TRRAC values: thinking, respect, responsibility, attitude and care. There will be an emphasis on developing mutual respect, that is, students treating each other, teachers and members of the school community with respect, and teachers and members of the school community treating each other and students with respect. The class and school expectations will be frequently revisited throughout the year.

As these are mostly general concepts, classes will discuss or unpack each value or concept to develop a clearer understanding of what each means in terms of everyday behaviour, both for the classroom and playground. This is a critical component of the shared beliefs system. For example, after discussing the value of respect, the class may come up with a list that includes the following:

CLASSROOM BEHAVIOUR EXPECTATIONS

Students will be expected to:

- Settle down to work and produce a standard of work appropriate to their level and ability
- Complete set tasks including homework
- Follow directions the first time they are given
- Speak politely to teachers, other students and parents
- Behave and play in such a way that ensures the safety of everyone
- Return to class following recess and lunch play periods by the second bell
- Treat their own, others' and the school's belongings with respect
- Wear school uniform and abide by the Sunsmart Policy

Positive consequences will be developed by each classroom to reinforce the expectations, with the negative consequences being:

1. Verbal warning given.
2. Isolation in room.
3. Being sent to another classroom to consider behaviour (a notice will be sent home when this occurs).
4. If, upon returning to the classroom there is no improvement, going to the Principal / Assistant Principal for a session(s).

In developing a positive learning community, it is expected students will display acceptable behaviour in class, in the school yard, at assembly and on excursions, camps and at sporting events.

Parents will be contacted in cases where problems develop with student behaviour and strategies will be developed to address issues arising. These may include a daily home-school

communication, support group meetings or an individual behaviour management plan. Parents will be involved in this process.

PLAYGROUND BEHAVIOUR EXPECTATIONS

Students will be expected to:

- Play in the correct area
- Play in such a way that ensures the safety of other students and self (eg no tackling in football)
- Follow directions from yard duty teachers the first time they are given
- Keep hands, feet and objects to yourself
- Use appropriate language
- Look after school sports equipment and return it to the sports shed when requested
- Climb only on play equipment
- Behave appropriately in student toilets
- Place litter in bins
- Wear a school hat as per the Uniform Policy.

Consequences for inappropriate playground behaviour include:

1. A discussion using Restorative Practices, involving the students of a reported incident and the teacher in the yard;
2. Inappropriate Behaviour is recorded in the Yard Duty folder by teacher;
3. The yard duty teacher will choose the appropriate immediate action, with those involved such as being restricted from play and walking with the teacher, or sitting in a designated spot in the yard;
4. Discussing the incident further with the Principal / Assistant Principal at a lunchtime "Timeout" session.

SEVERELY INAPPROPRIATE BEHAVIOUR

In cases of severely inappropriate behaviour, consequences such as In-School Suspension or Formal School Suspension may result. Severe consequences may result from:

- Incidents of serious bullying including exclusion, intimidation, put downs, threats and interfering with others' belongings including theft and wilful damage (see Bullying and Harrassment Policy)
- Physical interference with other students including fighting, throwing sticks, rocks or other inappropriate objects
- Refusing to follow directions
- Using inappropriate language and comments in class or the school yard towards teachers, parents or other students
- Inappropriate use of internet or devices (see Internet Use Policy)
- Other behaviour that threatens the smooth running of the school

The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school. When considering suspension or expulsion, the school follows the Department of Education Discipline Resources.

Key Reference

[DET Student Engagement Policy](#)

[DET - Child Health and Wellbeing](#)

[DET Discipline Resources](#)

[BLPS Behaviour Management policy](#)

Please feel free to discuss any issues raised in this document with us.

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